

**SENATE EDUCATION COMMITTEE
INFORMATIONAL HEARING**

NO CHILD LEFT BEHIND: Highly Qualified Teacher

August 23, 2002

Testimony of Linda Bond
Director, Governmental Relations
Commission on Teacher Credentialing

Teaching Credential Requirements

Preliminary Teaching Credential (*Conventional Program or Internship Program*)

- **Bachelor's Degree**
- **California Basic Educational Skills Test**
- **Subject Matter Competence** (*Major with State Approved Subject Matter Program or State Approved Subject Matter Test*)
- **Reading Instruction Competence Assessment** (For elementary teachers)
- **U.S. Constitution**
- **Teacher Preparation Program including student teaching and Teaching Performance Assessment**

Professional Clear Teaching Credential

- **Beginning Teacher Induction (Support Program)**

Supplementary Authorizations

**A Credential Based Upon a Major and Approved
Subject Matter Program or a Subject Matter Test**

*Plus 20 Semester Units in Specified Subject Areas
Limited Teaching Authorization*

Introductory Supplementary Authorizations

*(Units must be distributed across specified areas
within the subject appropriately aligned to what is
taught in middle school courses)*

- **Core and California Statutory Subject Areas**
- **Teaching is limited to 9th grade and below**
- **Most often used in middle school
departmentalized classes**

Limited Subject Supplementary Authorizations

- Limited teaching subject area (*“Photography” rather than “Art”*)
- Most often used in middle and high school departmentalized classes

Alternative Programs

Intern Program

- **Bachelor's Degree**
- **Basic Skills Exam – Reading, Writing, Mathematics**
- **Subject Matter – Exam or Approved Degree Program**
(Same as for Preliminary Credential)
Elementary = Liberal Studies
Secondary = Academic Subject(s) Taught
- **U.S. Constitution – Coursework or Test**

Interns complete a teacher preparation program equivalent to one as listed below under Preliminary Credential while they serve as the teacher of record with the support and guidance of a mentor

Pre-Intern Program

- **Bachelor's Degree**
- **Basic Skills Exam – Reading, Writing, Mathematics**
- **Subject Matter – (minimum requirements)**
Elementary = 40 semester units in Liberal Studies
- **Secondary = 18 semester units in Academic Subject(s) Taught**

Pre-Interns are enrolled in an intensive, alternative program. They serve as the teacher of record with the support and guidance of a mentor.

Assignment Options

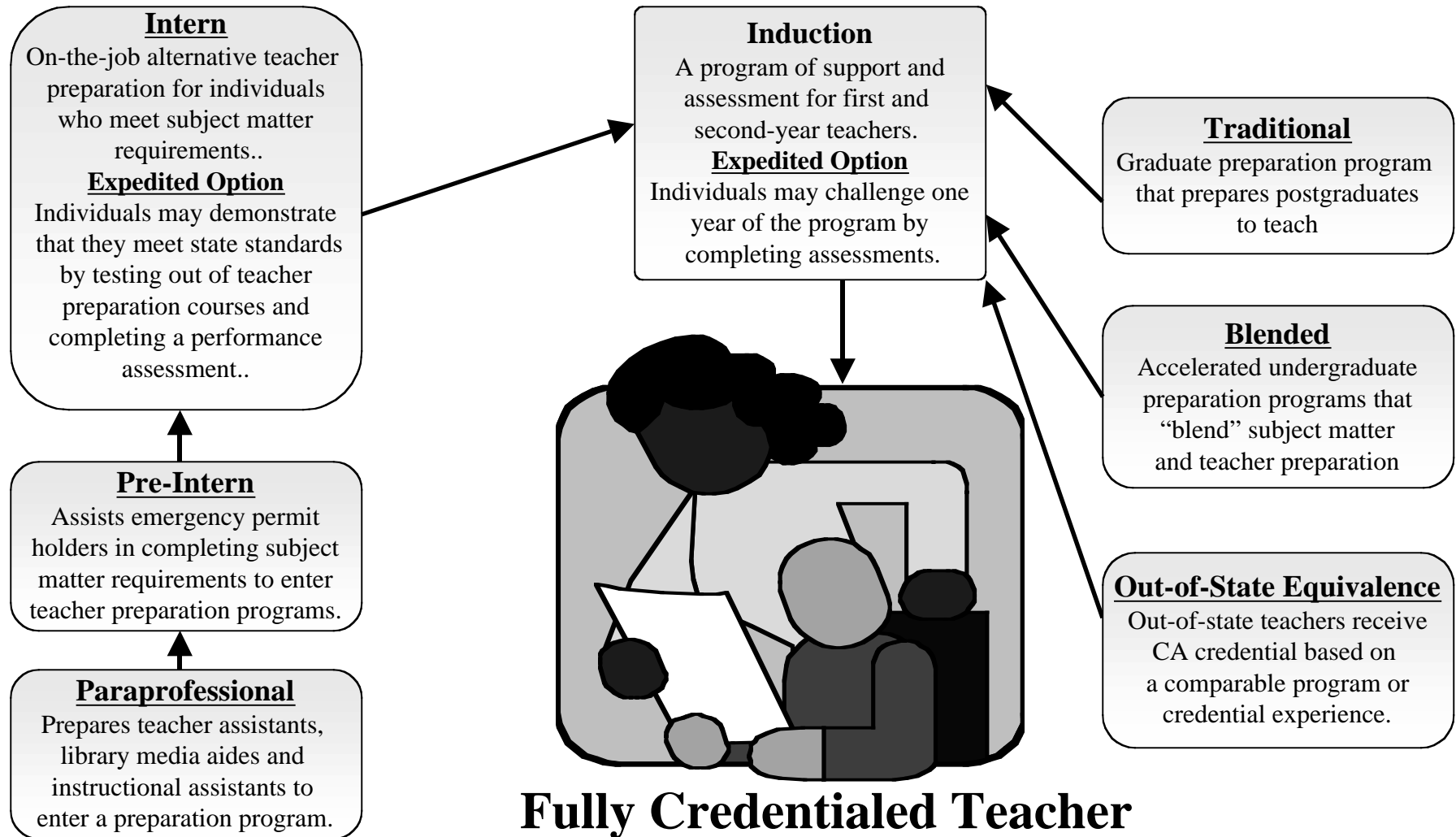
- **Education Code §44256(b)** - allows the elementary credentialed teacher, by resolution of the governing board and with the consent of the teacher, to teach subjects in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units in the subject to be taught.
- **Education Code §44258.2** - allows the secondary credentialed teacher to teach, by resolution of the governing board and with the consent of the teacher, classes in grades 5 through 8 in a middle school, provided that the teacher has a minimum of twelve semester units, or six upper division or graduate semester units in the subject to be taught.
- **Education Code §44258.3** - allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and with the teacher consents to the assignment.
- **Education Code §44258.7(c) & (d)** - allows a full-time teacher with special skills and preparation outside his or her credential authorization and with their consent to be assigned to teach in an "elective" area (defined as other than English, math, science, or social science) of his or her special skills, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.
- **Education Code §44263** - allows the credential holder, by resolution of the governing board and with the consent of the teacher, to teach in a departmentalized class at any grade level if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work in the subject to be taught.

Content of Teacher Preparation Program (Consistent with SB 2042 Standards):

- **Educational Foundations**
- **Human Development and Learning**
- **Pedagogy**
- **Assessment and Intervention**
- **Classroom Organization and Management**
- **Reading**
- **English Language Learners**
- **Health**
- **Mainstreaming**
- **Computers**

Credentialing Routes

Different Routes--Same High Quality Standards



OVERVIEW OF TEACHER PREPARATION AND SUPPORT PROGRAMS 2001-2002

	Paraprofessional	Pre-Intern	Intern	BTSA
Program Goals/Target Participants	<ul style="list-style-type: none"> Create local career ladders to enable school paraprofessionals to become certificated classroom teachers. Respond to teacher shortages and improve instructional services to paraprofessionals. Diversify the teaching profession. 	<ul style="list-style-type: none"> Meet shortage needs of districts. Attract non-traditional students. Provide subject matter preparation. Provide a transition to a teacher preparation program. Diversify the teaching profession. 	<ul style="list-style-type: none"> Meet shortage needs of districts. Attract non-traditional students, including career changers. Provide a teacher preparation option that blends theory with practice and offers cohort and professional support. Diversify the teaching profession. 	<ul style="list-style-type: none"> Provide a support network for each first and second year credentialed teacher. Provide a two-year formative assessment process for all new teachers. To increase the rate of retention of new teachers. Developing stronger roles for IHE's in new teacher induction Building a knowledge base on new teacher induction.
Entry Requirements	Must be employed as a paraeducator (e.g. instructional aid)	BA CBEST Completion of specified Subject Matter requirements (40 units for elementary; 18 units for secondary)	BA CBEST Completion of Subject Matter requirements (generally by passing a subject matter test or by completing a major within an approved program)	Preliminary Credential First or Second year in the profession
Number of Years in Operation	7	4	8	9
Teacher Retention	99% (over four years)	90% (over two years)	93% (over two years)	93% (over two years)
Number of Projects	42	68	82	145
Number of Participants	2,268	9,871	7,146	22,253
Number of District Partners	90	611	637	887
Number of University Partners	25	33	37	60
Amount of State Funding Per Participant 2001-2002	\$3,000	\$2000	\$2,500	\$ 3,375
Total State Program Funding 2001-2002	\$11.478 M	\$11.8 M	\$31.8 M	\$84.6 M

SYSTEMATIC TEACHER RECRUITMENT PLAN

In the past several years California has experienced an unprecedented increase in the need for teachers due to student population growth, an aging teacher work force and increased demand for teachers. The Governor and the Legislature have enacted a comprehensive set of reforms to *expand the pool* of potential teachers, *strengthen the pipeline* to teaching by providing support and flexible program options, and *remove barriers* to credentials for in-state and out of state prepared teachers.

Expanding the Pool

- **California created six regional recruitment centers to recruit teachers and advise potential teachers.**
- **CalTeach launched a statewide media campaign.**
- **CalTeach sent recruitment teams throughout the U.S.**
- **AB 471 (Scott, 1999) and SB 837 (Scott, 2001) required school districts to conduct a diligent search for fully credentialed teachers.**
- **“Transition to Teaching” plans placed emergency permit teachers in credential pipeline programs reducing emergency permits to nearly zero in San Diego Unified and Oakland Unified. This model is now being emulated statewide.**

Facts

- **16% of those with emergency teaching permits already hold a valid teaching or service credential but are teaching in another area, such as special education, while they complete the additional coursework necessary to receive the credential or certification in that area.**

50% of the teachers who receive an emergency permit complete the requirements for a preliminary credential within one year.

Strengthening the Pipeline

- **State expansion funds increased teacher preparation capacity at CSU. Enrollments in CSU, UC and Private Universities is up by nearly 15,000 teacher candidates from 1999-00 to 2000-01. (From 52,692 to 67,598.)**
- **Alternative routes in teacher preparation expanded. Internships went from 1,471 in 1995-96 to 7,146 in 2001-02.**
- **The pipeline to teaching was strengthened through Pre-Intern programs providing support and assistance to qualify for internships. (AB 351, Scott, 1998).**
- **Paraprofessionals, such as teacher aides, can now become credentialed with financial, academic and mentoring support through California's Paraprofessional Teacher Training Program. (From 566 participants in 1995-96 to 2,268 in 2001-02. (SB 1636, Roberti, Statutes of 1990, funding available beginning in 1994.)**
- **California provides funds for all beginning teachers to receive support and assistance**

through the Beginning Teacher Support and Assessment (BTSA) program.

- **1998 teacher education reform statute (SB 2042, Alpert and Mazzoni) created streamlined teacher preparation by eliminating statutory requirements and encouraging four-year “blended” preparation programs. There are currently 26 institutions with accredited blended programs.**

Removing Barriers

- California now enables universities with regional accreditation in other states to offer teacher preparation programs in California. Currently four such programs are in operation.
- As a result of Commission-sponsored legislation, teachers credentialed in another state and with three or more years of teaching experience can receive a credential in California with no additional course work.
- Teachers with less than three years of experience in other states may receive a California credential based on their comparable teacher education program.
- In fiscal year 2000-01, twenty percent of the newly credentialed teachers in California – 4,724 new California teachers -- were teachers from other states.
- Commission sponsored SB 57 (Scott, Statutes of 2001) provided an expedited internship route based on demonstrated competency and

enables private school teachers to meet student teaching and teacher preparation requirements based on experience.

- **AB 2575 (Leach) is currently before the Legislature and would allow a third option for candidates to meet California's subject matter requirement by providing an avenue to recognize a graduate degree in the field to be taught.**

Incentives for All California Teachers

- **APLE: forgives student loans up to \$11,000 with a four-year commitment to teaching**
- **Tax Credit of \$250-\$1500 with a four-year commitment to teaching**
- **Stipends up to \$2,000 for professional development**
- **Additional retirement benefits**
- **\$10,000 bonus for nationally board certified teachers**
- **HUD Teacher Next Door - Offers teachers a 50 percent discount on a HUD-owned, one family home in a designated Revitalization Area. To make a HUD home even more affordable, you can apply for an FHA-insured mortgage with a downpayment of only \$100.**

***Benefits and Incentives for California Teachers in
Low-performing Schools***

- **\$20,000 bonus to nationally board certified teachers**
- **Governor's Teacher Fellowship (Will be discontinued under new budget)**
- **APLE: forgives student loans up to \$19,000**
- **Extra Credit Home Loan Assistance (First time buyers: tax credits or reduced interest rates)**

2000-01 Data

Authorization	Requirements	Number of Teachers Currently Authorized
🍏 Local Authorization/ Assignment¹	<ul style="list-style-type: none"> Valid California Credential Education Code Authority 	12,593
🍏 Supplementary Authorization²	<ul style="list-style-type: none"> Valid California Credential Minimum of 20 units of coursework (as specified) in a subject matter area. Recommendation of IHE 	3,003
Waiver³	<ul style="list-style-type: none"> Demonstrated progress towards credential through examination or coursework Orientation Supervision 	2,265
🍏 Emergency Permit	<ul style="list-style-type: none"> Bachelors Degree CBEST Some subject matter coursework 6 Units of coursework annually Orientation Supervision 	32,573
🍏 Pre-Intern	<ul style="list-style-type: none"> Bachelors Degree CBEST Some subject matter coursework Participation in a program supporting completion of subject matter requirements 	10,600
Intern⁴	<ul style="list-style-type: none"> Bachelors Degree CBEST Subject Matter (state test or approved program) 120 hours pre-service Supervised Participation in an Accredited Teacher Preparation Program 	7,500
🍏 Multiple Subject Credential with Subject Matter Satisfied Via Coursework Option⁵	<ul style="list-style-type: none"> Bachelors Degree CBEST Subject Matter (state test or approved program) US Constitution RICA Completion of an Accredited Teacher Preparation Program 	60,081
Total		128,615

🍏 Issues regarding definition of highly qualified teacher to be resolved with the United States Department of Education (USDOE).

¹ Education code provisions that allow for the assignment of certificated employees outside their basic credential authorization (Education Code Sections 44256(b), 44258.2, 44258.3, 44258.7 (c) and (d) and 44263). In most cases, teaching assignments made under these options require the agreement of the school site administrators, the affected teacher and the governing board. This number is the result of the most recent four-year cycle, September 1995 through June 1999.

³ Supplementary Authorization are subjects added to multiple and single subject credentials on the basis of 20 (or 10 upper division or graduate) semester unit in the subject and when the holder has taught successfully in the subject for a minimum number of years and meets the specific requirements.

³ Waiver holders are not considered "highly qualified" and will need to attain a California teaching credential.

⁴ Based on guidance provided by the (USDOE) on alternative certification programs, it is assumed that individuals participating in an intern program are considered to be "highly qualified".

⁴ CBEDS 2000-01 number of self-contained classrooms is 150,203. Approximately 40% of these teachers utilize the coursework option.

MEMORANDUM

To: Linda Bond, Director, Governmental Relations
From: Mary Armstrong, General Counsel
Date: August 29, 2002
Re: No Child Left Behind: Definition of highly qualified teacher
Title IX, Section 9101, (23)

Linda,

It is my opinion that the law would require the following as outlined in bold within the text of the NCLB.

Mary

(23) HIGHLY QUALIFIED- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

California law provides teacher candidates the option to satisfy subject matter requirements through completion of rigorous coursework: a subject matter (approximately 80 units) major that includes a specified state-approved course of study which is aligned to K-12 student content standards. This is not an education major. Approximately 40% of all newly credentialed elementary

teachers and elementary credential candidates have already satisfied their subject matter requirements via this coursework option. Because these teachers have not taken a “test”, requirement (B)(i)(II) would deem all new teachers and teacher candidates currently in the credential pipeline as not highly qualified.

This would require new teachers and candidates currently in the pipeline to take an additional test to satisfy the federal definition of highly qualified, even though they have already satisfied California’s high standards of subject matter preparation.

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(B)(ii)(II) allows middle or secondary school teachers to satisfy subject matter requirements with coursework. This is consistent with California law as described above.

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

Section (C)(i) requires existing teachers (those credentialed and teaching prior to July 2002) to fulfill the same requirements as new teachers (elementary school must pass an exam, middle and secondary can take an exam or coursework). If they do not meet these requirements, they would have to demonstrate competence through the steps outlined in (C)(ii)(I-VII).

Again, because California law provides elementary school teachers the option to satisfy subject matter requirements through the completion of coursework, approximately 40% of existing teachers have not taken a test and would not be considered highly qualified (estimated to be approximately 60,000 teachers) based on Section (C)(i) and would have to do the seven step process in (C)(ii).

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

By using the terms “objective” and “applied uniformly”, this section too seems to require a state-approved exam.